

# Cyril B Busbee Elementary

20 A. L. Corbett Circle  
Wagener, SC 29164

**Grades** K-5 Elementary School

**Enrollment** 532 Students

**Principal** King Laurence 803-564-1000

**Superintendent** Dr. Linda B. Eldridge 803-641-2428

**Board Chair** Dr. John B. Bradley 803-641-8431

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	59	28	0

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Average	Unsatisfactory	No

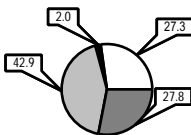
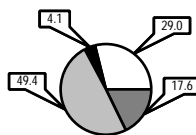
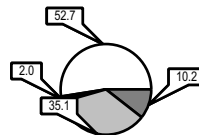
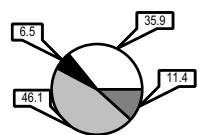
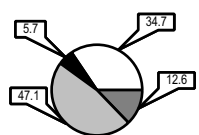
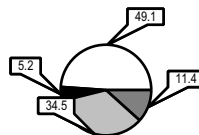
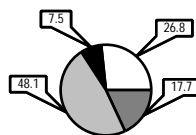
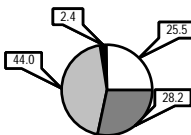
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	264	99.6	27.2	42.7	28.0	2.0	41.1	Yes	Yes
<b>Gender</b>									
Male	143	100.0	30.6	44.8	23.1	1.5	35.1		
Female	121	99.2	23.2	40.2	33.9	2.7	48.2		
<b>Racial/Ethnic Group</b>									
White	121	99.2	20.7	41.4	35.1	2.7	52.3	Yes	Yes
African American	142	100.0	32.8	43.3	22.4	1.5	32.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	212	100.0	21.4	43.9	32.7	2.0	45.9		
Disabled	52	98.1	50.0	38.0	10.0	2.0	22.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	264	99.6	27.2	42.7	28.0	2.0	41.1		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	263	99.6	27.2	42.7	28.0	2.0	41.1		
<b>Socio-Economic Status</b>									
Subsidized meals	183	99.5	33.3	41.7	24.4	0.6	33.3	Yes	Yes
Full-pay meals	81	100.0	14.1	44.9	35.9	5.1	57.7		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	264	99.6	28.5	50.0	17.5	4.1	36.2	Yes	Yes
<b>Gender</b>									
Male	143	100.0	29.9	49.3	14.2	6.7	36.6		
Female	121	99.2	26.8	50.9	21.4	0.9	35.7		
<b>Racial/Ethnic Group</b>									
White	121	99.2	18.9	49.5	26.1	5.4	47.7	Yes	Yes
African American	142	100.0	35.8	50.7	10.4	3.0	26.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	212	100.0	20.4	54.1	20.4	5.1	42.9		
Disabled	52	98.1	60.0	34.0	6.0	0.0	10.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	264	99.6	28.5	50.0	17.5	4.1	36.2		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	263	99.6	28.5	50.0	17.5	4.1	36.2		
<b>Socio-Economic Status</b>									
Subsidized meals	183	99.5	35.1	51.2	11.3	2.4	28.6	Yes	Yes
Full-pay meals	81	100.0	14.1	47.4	30.8	7.7	52.6		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	264	99.6	51.6	36.2	10.2	2.0	12.2
<b>Gender</b>							
Male	143	100.0	49.3	38.8	9.7	2.2	11.9
Female	121	99.2	54.5	33.0	10.7	1.8	12.5
<b>Racial/Ethnic Group</b>							
White	121	99.2	35.1	44.1	16.2	4.5	20.7
African American	142	100.0	64.9	29.9	5.2	0.0	5.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	212	100.0	46.9	38.3	12.2	2.6	14.8
Disabled	52	98.1	70.0	28.0	2.0	0.0	2.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	264	99.6	51.6	36.2	10.2	2.0	12.2
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	263	99.6	51.6	36.2	10.2	2.0	12.2
<b>Socio-Economic Status</b>							
Subsidized meals	183	99.5	63.7	29.8	6.0	0.6	6.5
Full-pay meals	81	100.0	25.6	50.0	19.2	5.1	24.4

<b>Social Studies</b>							
All Students	264	99.6	35.0	46.7	11.8	6.5	18.3
<b>Gender</b>							
Male	143	100.0	38.1	41.8	14.2	6.0	20.1
Female	121	99.2	31.3	52.7	8.9	7.1	16.1
<b>Racial/Ethnic Group</b>							
White	121	99.2	22.5	48.6	19.8	9.0	28.8
African American	142	100.0	44.8	45.5	5.2	4.5	9.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	212	100.0	29.1	50.0	13.8	7.1	20.9
Disabled	52	98.1	58.0	34.0	4.0	4.0	8.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	264	99.6	35.0	46.7	11.8	6.5	18.3
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	263	99.6	35.0	46.7	11.8	6.5	18.3
<b>Socio-Economic Status</b>							
Subsidized meals	183	99.5	44.0	44.6	7.7	3.6	11.3
Full-pay meals	81	100.0	15.4	51.3	20.5	12.8	33.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	83	100.0	17.7	51.9	26.6	3.8	30.4
	4	91	98.9	26.4	49.4	24.1	N/A	24.1
	5	93	98.9	32.2	51.1	15.6	1.1	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	84	100.0	16.4	38.4	41.1	4.1	45.2
	4	86	100.0	25.0	46.4	27.4	1.2	28.6
	5	94	98.9	37.2	44.2	17.4	1.2	18.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	83	100.0	27.8	62.0	10.1	N/A	10.1
	4	91	100.0	23.9	47.7	21.6	6.8	28.4
	5	93	100.0	31.9	49.5	14.3	4.4	18.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	84	100.0	19.2	61.6	15.1	4.1	19.2
	4	86	100.0	29.8	46.4	19.0	4.8	23.8
	5	94	98.9	34.9	43.0	18.6	3.5	22.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	84	100.0	47.9	39.7	11.0	1.4	12.3
	4	86	100.0	53.6	31.0	10.7	4.8	15.5
	5	94	98.9	54.7	36.0	9.3	0.0	9.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	84	100.0	35.6	54.8	6.8	2.7	9.6
	4	86	100.0	26.2	52.4	14.3	7.1	21.4
	5	94	98.9	44.2	33.7	12.8	9.3	22.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 532)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.9%	100.0%	100.0%
Retention rate	2.9%	Down from 4.7%	3.4%	3.0%
Attendance rate	95.7%	Down from 95.8%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.9%	Up from 5.3%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.6%	Up from 3.4%	3.5%	3.2%
Eligible for gifted and talented	8.1%	Down from 14.0%	8.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.7%	Down from 11.9%	8.6%	8.2%
Older than usual for grade	0.4%	Down from 0.8%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 45)</b>				
Teachers with advanced degrees	46.7%	Up from 44.2%	47.9%	52.6%
Continuing contract teachers	82.2%	Up from 74.4%	84.6%	83.3%
Highly qualified teachers	93.0%	Up from 92.5%	94.1%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.8%	0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 87.1%	86.2%	87.0%
Teacher attendance rate	91.5%	Down from 96.2%	94.9%	95.0%
Average teacher salary	\$43,489	Up 6.9%	\$41,111	\$41,703
Prof. development days/teacher	14.9 days	Up from 7.1 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 17.9 to 1	18.5 to 1	18.8 to 1
Prime instructional time	85.9%	Down from 91.4%	89.6%	89.8%
Dollars spent per pupil*	\$7,087	Up 21.0%	\$6,422	\$6,242
Percent of expenditures for teacher salaries*	60.8%	Down from 64.2%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cyril B. Busbee Elementary, located in the rural northeast portion of Aiken County, is a Title I school serving students from the towns of Wagener, Salley, and Perry, as well as the unincorporated communities of Kitchings Mill, New Holland, and Hollow Creek. Busbee enjoys a student population that is both culturally and economically diverse. Of the approximately 580 students enrolled in 2004-2005, 51% were African American, 45% were white. 20% of our students qualify for special education services. 78% receive free or reduced priced meals.

We are excited to report that Busbee Elementary was the recipient of the State Department of Education's prestigious Red Carpet Award for the 2004-2005 school year. This award recognizes our commitment to serving our community and creating a family-friendly school. Our goal is for everyone in our community to feel welcome at Busbee and be a part of our school family.

After analyzing test data, parent, teacher, student surveys, and other available information, the Title I planning team met in the spring of 2005 to review priorities for Busbee Elementary. The need for improved student achievement prompted the team to focus the majority of resources on reducing pupil teacher ratios in fourth and fifth grades. Attention is being given to insure that materials are designed to motivate minority students. Our curriculum, which is standards driven, is presented using innovative, research-proven strategies that maximize our potential for reaching all students. Our high percentage of special education students and high poverty students with medical and family concerns make having a designated health aide critical. Finally, with early literacy being seen as a key to school success, we have made family education a high priority. This includes quarterly family education sessions to enhance parent and community involvement.

As part of a partnership with the State Department of Education's Math and Science Unit and The Central Savannah Math and Science Regional Center, we will be providing a math coach for the 2005-2006 school year. This coach will work with teachers to align curriculum and use research proven inquiry-based strategies to teach math.

In 2004 Busbee was awarded a Comprehensive School Reform (CSR) grant to assist in improving student achievement. We have continued to use this grant to contract with Modern Red SchoolHouse (MRSH) to provide training and staff development. MRSH has provided our teachers with customized professional development based upon solid evidence of what works in highly effective schools.

Busbee is fortunate to have the support of parents, businesses, community groups, and churches as we endeavor to provide quality instruction to our students. We expect these partnerships to continue to yield success in the future and anticipate continued growth and an even higher level of accomplishment.

King Laurence, Principal  
Tami Garvin, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	70	36
Percent satisfied with learning environment	94.3%	88.6%	72.2%
Percent satisfied with social and physical environment	97.2%	85.5%	82.9%
Percent satisfied with school-home relations	77.8%	87.0%	82.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.